

Alaska Alternate Assessment

Test Administration Information and Rules

The Alternate Assessments in reading, writing, mathematics and science are comprised of Standard test items and Expanded Levels of Support (ELOS) test items. The standard test administration uses standardized test items, student materials, and delivery instructions. The ELOS test items are also standardized but offer increased support and flexibility. The ELOS items are available for students who meet a certain criteria which are explained below. Every year, ALL students who are eligible for the Alaska Alternate Assessment must begin with the administration of the standard test tasks and items for the student's grade level. The students may use accommodations/assistive technology during testing.

Grade Level Assessments: Alternate Assessments for reading, writing, and mathematics are administered in grade bands: students in grades 3 and 4 take the 3/4 tests; students in grades 5 and 6 take the 5/6 tests; students in grades 7 and 8 take the 7/8 tests; and students in grades 9 and 10 take the 9/10 test. The Alternate Assessment in science is administered in grades 4, 8, and 10. Selecting the correct grade level assessment is critical as the scores for students testing in the incorrect grade level are invalidated. For students on the non-diploma alternate assessment track, there are no tests administered after grade 10. The Alternate Assessment is the alternate assessment for both the Standards Based Assessments and the Terra Nova.

Including Student Participation and Performance: Students taking the Alternate Assessments (including students who take the ELOS items) are counted in their school and district for Adequate Yearly Progress (AYP) in the areas of performance and participation. Individual student scores are calculated and assigned a proficiency level. The proficiency levels are: Advanced, Proficient, Below Proficient, and Far Below Proficient. The ELOS items receive scores, but the proficiency level is Far Below Proficient as the items are non-standardized. All students receive an individual student report.

Standard Test Administration: The intent of administering the standard test items first is to provide an opportunity for each student to show what they know and can do in the grade level skills reflected in the Standard Administration of the Alternate Assessment. However, if a student is non-responsive, refuses to answer, or consistently earns zero scores (following the three task-three item rule described below), the standard administration should be stopped and the assessor must administer the Expanded Levels of Support (ELOS) test items. The purpose of stopping the standard test administration is to avoid having to administer the entire test to students who are not yet able to demonstrate skills at that level.

Expanded Levels of Support (ELOS) Test Items: The purpose of ELOS items is to provide access to the grade level tests for all students, even those who struggle with the standard alternate assessment test items. The focus of the ELOS is on students who have very early systems of communication (e.g., may look at a speaker when her name is called, may indicate choice between activities, may have very early pre-skills for academic areas, etc).

Use of the Student Assistive Technology Needs and Communication Systems document located under Teacher Resources at http://www.eed.state.ak.us/tls/assessment/alternate_optional.html is recommended for assistance in determining a student's unique communication and assistive technology needs.

Moving to ELOS Items by Following the Three Task-Three Item Minimum Rule for the Standard Administration: In each content area the assessor must administer a minimum of three tasks and three items within each task. For each of the minimum three tasks, the student must be presented with at least three items in the task before moving on to the next task. When the student scores zeros on **three consecutive items in three consecutive tasks**, the assessor should stop the assessment for that content area and **must** administer the required number of ELOS test items.

The three task-three item rule is operationalized as follows:

- Start with Task 1 of the Standard Administration of the alternate assessment and proceed with successive tasks. Generally, the early tasks in each content area are easier, and tasks become progressively more difficult.
- **Task 1-** The assessor engages the student with the **first item** on a task and enters a score of zero if the student has (a) no interactive behaviors or no response, (b) actively refuses to engage in the activity, or (c) gives an incorrect answer. Next, the assessor presents the **second item** and enters a score of zero if the student has (a) no interactive behaviors or no response, (b) actively refuses to engage in the activity, or (c) gives an incorrect answer. Finally, the assessor moves to the third item and enters a score of zero if there is no response, the student refuses, or the student gives an incorrect answer.
- **Task 2-** The assessor then administers the next set of items and enters a score of zero if again there is no response, the student refuses, or the student gives an incorrect answer. When there are zeros for three consecutive items in task two, the assessor stops administering items in this task and moves to the next task.
- **Task 3-** Finally, the assessor administers the next set of items and enters a score of zero if again there is no response, the student refuses, or the student gives an incorrect answer. When there are zeros for three consecutive items in task three, the assessor stops administering items in this task, and the assessor stops the assessment in this content area.
- The assessor must administer the ELOS items in this content area. ELOS items may be administered immediately to complete the assessment for this content area, or at a later time.

NOTE: 3 X 3 rule, when a Task has fewer than three items: When a Task or Tasks have fewer than three items, interpret the 3 X 3 rule to mean "nine consecutive zeros across a minimum of three tasks."

Three Task-Fifteen Item Rule for the Expanded Levels of Support (ELOS) Test Item

Administration: The ELOS test items also progress from simple to more difficult tasks. Each ELOS task has five items. Using professional judgment and knowledge of the student's abilities, the assessor selects three appropriate ELOS tasks and administers all five items in each task. A student is presented with a minimum of three tasks, containing five items per task, for a total of fifteen items.

If the assessor feels that a student may already have the skill a specific task measures, the assessor may mark that task as A-Already has this skill, and select a different task to begin the assessment, continuing for a total of a minimum of three tasks - fifteen items. If after beginning a more difficult task, the student receives a score of five or less, the assessor should return to an earlier task in the sequence in order to provide the student every opportunity to show what she knows and can do.

Scoring ELOS Tasks: ELOS tasks are scored one through four. Scores are defined in the Levels of Independence Scoring Rubric. The additional levels of support are designed to bring the student to success. Start with the least amount of additional support (e.g., the assessor asks the question and waits for the student to respond), and introduce successively greater amounts of support, as needed by the student. Drawing the student's attention to the page by pointing in general to the answer choices is not considered a gestural support. A gestural support in ELOS is when the assessor points to the correct answer ("Which one is the math problem" -- "This one (pointing to the math problem) is the math problem. Can you point to the math problem?").

ELOS Scores:

- 1- Full physical contact to elicit student response
- 2- Partial physical contact to elicit student response
- 3- Visual, Verbal, and/or Gestural Prompts to elicit student response
- 4- Independent: No contact and no prompting needed to elicit student response

Assigning other codes:

A-Already has this skill - If the assessor feels that a student has the skill that a specific task measures, the assessor should mark that task as *Already has this skill*, and select a different task to begin the assessment, and continue for a total of three tasks-fifteen item minimum. *A-Already has this skill* will not be accepted as fulfilling the three task fifteen item minimum.

I - Inappropriate/ Inaccessible based on the nature of the student's disability - If an entire task is marked *I - Inappropriate/ Inaccessible* based on the nature of the student's disability, the assessor must document the reason this item was inappropriate or inaccessible based on the student's disability in the designated online data entry text field. The assessor must then select a more appropriate task to meet the requirements of the Three Task-Fifteen Item Minimum Rule.

Refuses - Student refuses to respond. Student refusal means that if a student is resisting the assessment (refuses to cooperate or respond), the assessor should attempt to administer the content area test on a different occasion. If the student continues to refuse, follow the Three Task-Fifteen Item Rule to complete testing.

Guidance on Standard and ELOS Item Administration

Clarification for “Three Task – Three Item Minimum Rule”

ALL students begin with the Standard Administration of test items/tasks for the student’s grade level with or without accommodations every year. If a student is non-responsive, refuses, or earns a zero score on **three consecutive items in three consecutive tasks** for a content area, the standard administration should be stopped and the Qualified Assessor (QA) should administer the Expanded Levels of Support Items (ELOS). The focus of the ELOS is on students who have very early systems of communication (may look at a speaker when her name is called, may indicate choice between activities, may have very early pre-skills for academic areas, etc).

The intent is to provide an opportunity for each student to demonstrate skills in the Standard Administration of the Alternate Assessment without administering the entire test to students who are not yet able to demonstrate skills at that level. In contrast, students who are capable of substantial engagement in a content area and reach their ceiling after scoring points in several early tasks would not be likely candidates for the ELOS.

The rule is operationalized as follows: The QA engages the student with the first three items on a task and enters zeros if the student has (a) no interactive behaviors, (b) actively refuses to engage in the activity, or (c) is consistently incorrect. The QA then administers another task and enters zeros if they cannot elicit interactions, the student refuses, or the student is consistently incorrect. Finally, the QA moves to a third task and enter zeros if they cannot elicit interactions, the student refuses, or the student is consistently incorrect.

Test Administration Considerations

Start with Task 1 and proceed with successive tasks. Generally, the early tasks in each content area Alternate Assessment are easier and become progressively more difficult and complex.

If the student scores three consecutive zeros in a task, testers CAN move to the next task; if you feel that the student may get any subsequent items correct, proceed to administer these items. However, realize that if the student DOES get any item correct, you no longer have 3 consecutive items incorrect.

Assuming the test administrator moves to the next task after these 3 consecutive items are zero; an additional 3 consecutive items in the second task need to be scored zero before moving to the next task.

On this third and consecutive task, this rule is applied one last time with the student needing to have 3 consecutive zeros before the ELOS items can be administered.

If a student participates in both the Standard Alternate Assessment tasks (with or without accommodations) AND ELOS, the scores obtained in the Standard Alternate Assessment score count.

If a student is well into an Alaska Alternate Assessment subject area before she reaches the “3 tasks –3 item” criteria then the assessor should determine if the student has clearly demonstrated her abilities in this subject area. If this is the case, the assessor need not move to the ELOS section as the student has demonstrated abilities beyond those assessed in the extended levels of support (ELOS) items.

If you submit scores, you can edit them later; if you choose “Record Complete”, you can still edit scores later UP TO THE DATE THE TESTING WINDOW CLOSES. After the window closes, QAs cannot enter or edit any scores.

If you have a valid entry and then delete it, the deleted data will no longer be available to you (but the valid data are still saved in an archive file that can be accessed by DRA).

Examples of Student Testing Outcomes Related to ELOS Decisions

Following are patterns of responses for two illustrative students across a number of items and tasks.

Student 1	Student 2
Task 1: 0,0,0 Task 2: 0,0,0 Task 3: 0,0,0	Task 1: 1,0,0 Task 2: 0,0,1 Task 3: 0,0,0 Task 4: 0,0,0 Task 5: 0,0,0
Appropriate to administer ELOS	Appropriate to administer ELOS

In both cases below, the student should NOT be given the ELOS until more additional tasks are given.

Student 1	Student 2
Task 1: 0,0,0 Task 2: 0,0,1 Task 3: 0,0,0	Tasks 1 and 2 include various 0s and 1s Task 3: 1,1,1 Task 4: 0,0,0 Task 5: 0,0,0
This student needs 2 more tasks (with 3 consecutive zeros) before moving to ELOS	This student needs 1 more task (with 3 consecutive zeros) before moving to ELOS
Task 4: 1,1,1,0,0,0 Task 5: 1,0,0,0	Task 6: 1,1,0,0,0
Now it is appropriate to administer ELOS	Now it is appropriate to administer ELOS

3 X 3 rule, when a Task has fewer than three items:

When a Task or Tasks have fewer than three items, interpret the 3 X 3 rule to mean “nine consecutive zeros across a minimum of three Tasks.”

Student 1	Student 2
Task 1 (4 items): 1,0,0,0 Task 2 (2 items): 0,0 Task 3 (5 items): 0,0,0 Task 4: (1 item): 0	Task 1 (4 items): 0,0,0,0 Task 2 (2 items): 0,1 Task 3 (5 items): 0,0,0 Task 4: (1 item): 0
It is appropriate to administer ELOS.	This student needs an additional 5 consecutive zeros before moving to ELOS
	Task 5 (1 item): 0 Task 6 (7 items): 0, 0, 0, 0
	Now it is appropriate to administer ELOS

Explanation of Answers

Writing Training 3; Task 1.78D

1. The student wants to write "My friend is fun." and writes "- my - faid - is - fun -"

CWS: He earns 0 points for "my" (not capitalized), 0 points for "faid" (not spelled f-r-i-e-n-d) earns 0 point for "is" (because "fun" has no ending punctuation) and 0 points for fun (no ending punctuation.) There were 5 possible points (^My^friend^is^fun.^). 0/5 is 0%, which calculates to 0 points for CWS.

Ideas and Organization: 2 of 5. This story has a point of view, though very basic. He has a subject, a verb and an object. There are no details to support his only statement.

Legibility: 2/2: the student's printing is clear and legible, though there is little to no spacing between words.

2. The student wants to write "My home is not fun." and writes "- my - hame - is ^ not - fun -"

CWS: He earns 0 points for "my" (not capitalized), 0 points for "hame" (not spelled h-o-m-e) 1 point for "is not" and 0 points for "fun" (no ending punctuation). There are 6 possible points (^My^home^is^not^fun.^). 1/6 is 16%, which calculates to 3 points for CWS.

Ideas and Organization: 2 of 5. This story has a point of view, though very basic. He has a subject, a verb and an object. There are no details to support his only statement.

Legibility: 2/2: the student's printing is clear and legible, though there is little to no spacing between words.

TASK 1.78: WRITE USING A VARIETY OF FORMS - ADMINISTRATION, SCORING

1.78D - Write a Sentence

Present the student with the materials located on [page 07-08](#) of the student materials. Choose whether assisted or unassisted is more appropriate for the student. Point to the first line on the writing sheet and say, "Write a sentence about a friend." (*Item 1*). Prompt the student after a delay with no response. After the student is finished with the first sentence, point to the second line on the writing sheet and say, "Write a sentence about your home." (*Item 2*). Record student responses and points in the scoring box.

Scoring: For this task, the student will be scored for Correct Word Sequences (CWS). After calculating the CWS, follow the scoring guidelines to the right. The student will also be scored for ideas and organization. A complete Scoring Guide for Correct Word Sequences can be found on [page 08](#). A complete Scoring Guide for Ideas and Organization can be found on [page 09](#). Each sentence may receive up to two points for legibility.

Scoring Key

Percent Correct	Points
100%	10
90%	9
80%	8
70%	7
60%	6
50%	5
40%	4
30%	3
20%	2
10%	1
0%	0

1.78D - Write a Sentence - Scoring							Notes
Item	Sentence Written	CWS	% Correct	Score	Ideas & Org.	Legibility	
1	friend my faid is fun	0/5	0%	0/10	2/5	2/2	
2	home my hame is not fun	1/6	16%	1/10	2/5	2/2	
Total Points		2/11	16%	1/20	4/10	4/4	
Total Points						9/34	

TASK 1.78D: WRITE USING A VARIETY OF FORMS

1.78D - Write A Sentence - Assisted

1

my father is fun

2

my home is not fun

Protégé Review Checklist and Instructions

This document is a guide to help Qualified Mentor Trainers understand how they will train and evaluate their district personnel to become Qualified Assessors who are able to accurately administer and score their district personnel.

Mentors-in-training process:

- Attend new mentor training
 - Complete online training and pass proficiencies modules
 - Administer and score practice tests
 - DRA/EED reviews and evaluates practices tests
 - Receive Qualified Assessor Certificate and have status changed online from Assessor in training (AIT) to Qualified Assessor (QA)
 - Review and evaluate another AIT's practice tests using the SP Review Sheet
- DRA/EED reviews and evaluates the way you review another AIT for accuracy
- Attend Annual Mentor Training
- Receive Qualified Mentor-Trainer Certificate and have status changed online from Qualified Assessor (QA) to Qualified Mentor Trainer (QT)

Checklist for reviewing Practice Scoring Protocol:

The scoring protocol is reviewed for accuracy in recording student performance and scoring. This is only for administration under standard conditions (if the student requires Expanded Levels of Support (ELOS), separate test items are administered. The following checklists are provided for mentors to fill out as they review their protégé's practice test scoring protocols. The practice test is reviewed for accuracy in recording student responses and scoring. An extra column is added for any additional comments for each task. The protégé may receive one point for correctly addressing the student responses and one point for scoring. After the review has been completed, all scores are totaled and percentages are calculated. If the protégé receives 75% or higher in each subject area and the overall review, Qualified Assessor status is obtained.

A rating scale is provided for the Overall Review Across all Four Content Areas.

Procedures for Using the Scoring Protocol Review Sheet

Mentors evaluate their protégé's, (Assessors-in-training), practice tests to ensure knowledge of administration and scoring using a *Scoring Protocol Review Sheet* available http://www.eed.state.ak.us/tls/assessment/alternate_optional.html, under Teacher Resources.

It is most important to remember that while reviewing the protégé's practice, the mentor sees a strong indication that the Assessor-in-training has a good comprehension of the assessment process and has the ability to administer and review the Alternate Assessments. Having extensive knowledge of the training and assessment administration, Mentors should use their best judgment when reviewing work from the field.

1. Print the *Scoring Protocol Review Sheet*
2. Is the information on the cover sheet filled out? (name, district, etc.)
3. Review each task in each subject area
 - Make sure scoring protocol scoring boxes are marked clearly and appropriately – all incorrect student responses should be written in the student response section
 - Make sure actual scores are correct with what is indicated in the student response section (a blank space indicates correct a correct response)
 - Make sure the total is added correctly
 - Place a check mark (✓) on the review sheet for correctly marked student responses and scoring/recording and a dash (–) for incorrect recording of student responses and scoring/recording. If a dash is placed for a task, indicate the error in the additional comments section.
 - Total the check marks at the bottom of the subject area review section and calculate the total percentage.
 - Use the *Overall Review Across all Four Content Areas* to review the overall administration and then calculate a percentage.
 - If each subject area, and the Overall review receive a 75% or better, the assessor has passed the practice test administration.
4. Note on the cover page of the Scoring Protocol Review Sheet whether or not the assessor has passed the practice test administration and any additional comments.
5. The last page of the DRA review sheet is to help the assessor keep track of what they have completed, and still need to complete.

Common Errors

Where	Error	Severity
All	Incorrect student responses not written in student response section	Depends on percentage missing. Is a problem if all student responses are missing, but if only a few, ok.
Writing	CLS or CWS added/scored incorrectly	Important concept to know for scoring. Again depends on percentage incorrect. If only a few errors may be ok, but completely incorrect scoring is a problem.
Cover page	Not completed	Ok for practice test, but at least administrator, student name, and district should be filled in for practice tests.
All	Individual items scored correctly, but total score at bottom of page missing or added incorrectly	Ok as long as individual items are scored/added correctly because data entry requires entry of each individual item.

Scoring Protocol Review Sheet

Mentor-Trainer Name: _____ **District** _____

Protégé Name: _____ **District** _____

Date _____ **Final Status: (Awarded by DRA/EED)** _____

Notes/Comments:

Reading Tasks	Student Responses	Scoring/ Recording	Additional Comments
1.34B: Identify Letter Sounds			
1.56A: Read Words			
2.56A: Read Passages			
2.56B: Fact/Opinion			
1.78B: Obtain Information			
1.78C: Read Sentences			
1.910A: Decode Words			
2.910C: Read Passages			
2.910D: Fact/Opinion			
Total	/9	/9	/18 = ____ %

Writing Tasks	Student Responses	Scoring Recording	Additional Comments
1.34B: Copy Words			
1.56A: Conventions of Writing			
1.56B: Write Own Name			
1.78C: Communicate Ideas Using Words			
1.78D: Write a Sentence			
1.910A: Conventions of Standard English			
1.910B: Write a Story			
Total	/7	/7	/14 = ____ %

Mathematics Tasks	Student Responses	Scoring Recording	Additional Comments
1.34C: Count			
1.56A: Read and Write Numbers			
1.56B: Number Line, First and Last			
3.56: Reproduce Simple Patterns			
6.56B: Same or Different			
1.78C: Identify Fractions			
2.78: Double Digit Addition and Subtraction			
4.78: Read Simple Graphs			
5.78B: Count Money			
5.78C: Identify Money			
6.78: Match Shapes			
6.78C: Identify Perimeter			
1.910A: Identify Place Value			
5.910A: Identify Units of Measurement			
Total	/14	/14	/28 = _____%

Science Tasks	Student Responses	Scoring Recording	Additional Comments
1.4: Concepts of Physical Science			
2.4: Concepts of Life Science			
3.4: Concepts of Earth Science			
4.4: History and Nature of Science, Science and Technology			
4.8: Science and Technology			
1.10: Concepts of Physical Science			
2.10: Concepts of Life Science			
3.10: Concepts of Earth Science			
Total	/8	/8	/16 = _____%

ELOS Tasks	Student Responses	Scoring Recording	Additional Comments
ELOS MATH			
Task 1			
Task 4			
ELOS READING			
Task 1			
Task 3			
Task 6			
Total	/5	/5	/10 = ____%

Overall Review Across all Four Content Areas

Use the following rating scale:

1	Unacceptable
2	Needs Additional Work
3	Satisfactory
4	Exceptional

No.	Review Area				
1	Cover Page: Names and identifying information recorded on cover page.	1	2	3	4
	Comments:				
2	Task Administration: Each task is clearly marked so that both tasks administered and tasks not administered are easily identified on the scored protocol.	1	2	3	4
	Comments:				
3	Scoring:				
	• Incorrect responses written to show student's response.	1	2	3	4
	• Scored correctly.	1	2	3	4
	• Arithmetic completed correctly, e.g. scoring was correct and the total score was added correctly.	1	2	3	4
	Comments:				
4	Clear Markings: The scoring protocol is marked clearly so that it can be interpreted easily, e.g. by an instructional assistant entering the data online or by the next teacher reviewing the student's previous performance.	1	2	3	4
	Comments:				
5	Stop Testing: If assessment was terminated early, evidence for this decision is provided on the scoring protocol (3 Error Rule).	1	2	3	4
	Comments:				
	<div style="text-align: right;"> Total /28 = ____ % </div>				